

Introduction

The Anne Arundel County Public School system is committed to providing superior educational experiences for all students. With that goal in mind, and to ensure continuity of high standards for all students throughout the school system, a committee of teachers from across the county developed this pacing and alignment guide. The guide is based on the MSDE state content standards/VSC, and *Learn Chinese with Me*, Level One, People's Education Press, June, 2003. Implementation of this Guide is based on *an A Day/ B Day schedule that averages 210 minutes per week*. Please refer to the “Semester at a Glance” for a list of the units and their duration.

Assessment

Time for review, re-teaching and assessment is included in this pacing guide and so teachers should allow time to assess student mastery of the MSDE Foreign Language Content Standards in each lesson plan. The guide provides sample assessment items for each lesson. Teachers are expected to use both formative and summative assessment strategies to monitor student mastery. Students should be assessed with formative assessment on a regular basis, approximately every 6-8 class periods. There are 4 countywide assessments that are to be administered:

- 1st Marking Period - AACPS Quarterly Assessment
- 2nd Marking Period - AACPS Mid-term Exam
- 3rd Marking Period - AACPS Quarterly Assessment
- 4th Marking Period - AACPS Final Exam

Materials of Instruction/Resources

Teachers should plan instruction based on the Pacing & Alignment Guide.

References to program components can be found as *Point-of-use* references in the page wrap on the annotated pages of the Teacher's Edition. They are no longer printed in the “Text/MOI/Resource” section of the pacing guide. Titles of additional Resources are listed in the “Text/MOI/Resource” section so that teachers can cross-reference the Pacing & Alignment Guide with the AACPS *Introduction to Chinese* curriculum guide. Full citations (including publisher, copyright year, AACPS MID #) are included in the “Approved Basic Textbook List” included at the end of this guide.

Semester at a Glance

Each unit includes time for review, re-teaching and end-of-unit assessments. Teachers should assess student mastery of concepts, content and skills in regular intervals, including every 6-8-class periods, or at the end of an instructional topic or unit.

Tips for effectively using this pacing guide:

- Read through the pacing guide and correlate the curriculum guide, if applicable, the basic text, and suggested resources with the essential skills within each quarterly time frame.
- Introduce the content and skills according to the pacing guide, incorporating yearlong concepts.
- Remember that content and skills may be introduced in an order other than listed, but not later, as content/skills can be assessed at any point after introduction according to the pacing guide.
- Compare your pace to the pacing guide and adjust as needed.
- Review your yearlong goals and adjust them as needed.
- Follow the pacing guide to present critical content incorporating it into selected themes.
- Continue to reinforce skills and concepts throughout the year until mastery is achieved.
- Become familiar with sequencing at previous and subsequent grade levels and/or course
- Share your suggestions for pacing guide improvements with the Office of World and Classical Languages.

Chinese I Pacing and Alignment Guide
July 31, 2008

First Semester-At-A-Glance			
First Quarter		Second Quarter	
	Classes		Classes
<i>Unit One – School, Classmates and Teachers</i> (Lessons 1-6) <u>Review</u>	1	<i>Unit Four – Four Seasons of the Year (Lesson 24)</i>	5
<i>Unit Two – Hanging out with My Friends</i> (Lesson 7 – 12) <u>Review</u>	1	<i>Unit Five – Food and Clothing (Lessons 25 – 27)</i>	17
<i>Unit Three – My Family and I</i> (Lesson 13 – 18) <u>Review</u>	1		
<i>Unit Four – Four Seasons of the Year</i> (Lessons 19 – 23)	18		
AACPS Quarterly Assessment	1	AACPS Quarterly Assessment	1
Total Number of Classes	22	Total Number of Classes	23

Note: There are 3 classes built into each quarter for enrichment, re-teaching, or special projects.

Chinese I Pacing and Alignment Guide
July 31, 2008

Second Semester-At-A-Glance			
Third Quarter		Fourth Quarter	
<i>Unit Five - Food and Clothing (Lessons 28 – 30)</i>	12	<i>Unit Six – Sports and Health (Lessons 33 – 36)</i>	22
<i>Unit Six – Sports and Health (Lessons 31 – 32)</i>	9		
AACPS Quarterly Assessment	1	AACPS Quarterly Assessment	1
Total Number of Classes	22	Total Number of Classes	23

Note: There are 3 classes built into each quarter for enrichment, re-teaching, or special projects.

Chinese I Pacing and Alignment Guide
July 31, 2008

First Quarter				
Unit 1: 学校 , 同学和老师 (22 instructional class periods; 9 weeks)				
Review: Lessons 1-6				
# classes	Instructional Focus	Standards	Sample Assessment Items	Text/MOI/Resources
1	<p><i>Outcome:</i> <i>Demonstrate and apply classroom rules of Chinese I.</i> <i>Focus:</i></p> <ul style="list-style-type: none"> • School rules • Classroom routines <p><i>Outcome:</i> <i>Exchange greetings and introduce themselves.</i> <i>Focus:</i></p> <ul style="list-style-type: none"> • Basic greetings • Introducing oneself • Inquiring others' information • Exchange gratitude • Say farewell 	<p>A. COMMUNICATION: INTERPERSONAL CONVERSATION 1. Engage in short conversations about personal interests, including what they do, are doing and plan to do.</p> <p>A. CULTURE: PRACTICES AND PERSPECTIVES 1. Identify and describe cultural practices in the target countries and discuss their importance.</p>	<p>Students respond to others' greetings. They engage in a conversation about themselves.</p> <p>Students apply the classroom routines.</p>	<p>TB: pp. 1 – 24 SB: pp. 1 – 31 WKBK: PP. 1 - 22 CD Lessons 1 - 6</p>

Class
1/22

Chinese I Pacing and Alignment Guide
July 31, 2008

First Quarter				
Unit 2: 朋友和伙伴 (22 instructional class periods; 9 weeks)				
Review: Lessons 7 - 12				
# classes	Instructional Focus	Standards	Sample Assessment Items	Text/MOI/Resources
1	<p><i>Outcome:</i> <i>Communicate among friends and classmates</i></p> <p><i>Focus:</i></p> <ul style="list-style-type: none"> • Use of “谁” • Verb “有, 没有” • Phrase “跟... 一起” • Question words 几 , 多少 	<p>A. COMMUNICATION: INTERPERSONAL – CONVERSATION</p> <p>1. Engage in short conversations about personal interest, including what they do, are doing and plan to do.</p> <p>A. COMMUNICATION: INTERPRETIVE MODE</p> <p>1. Understand spoken and written language on familiar topics that incorporates basic structures and strong visual support.</p> <p>A. COMMUNICATION: PRESENTATIONAL: SPEAKING & WRITING</p> <p>1. Make short presentations and write simple sentences on familiar topics regarding what they do, are doing, or plan to do.</p>	<p>Students converse with partners using questions to collect information about each other.</p> <p>Write a paragraph in <i>Pinyin</i> to introduce a partner.</p> <p>Make presentations about self, including age, friends, and hobbies.</p>	<p>TB: pp. 25 – 53 SB: pp. 35 – 70 WKBK: pp.18 – 46 CD: Lessons 7 - 12</p>
Class 2/22				

Chinese I Pacing and Alignment Guide
July 31, 2008

First Quarter				
Unit 3: 我和我的家 (22 instructional class periods; 9 weeks)				
Review: Lessons 13 - 18				
# classes	Instructional Focus	Standards	Sample Assessment Items	Text/MOI/Resources
1	<p><i>Outcome:</i> <i>Share with others personal interests and families</i></p> <p><i>Focus:</i></p> <ul style="list-style-type: none"> • Measure words “岁，份，只，口，张，块” • Sentence patterns: <ul style="list-style-type: none"> a) Questions such as “学不学，吃不吃，漂亮不漂亮” b) NP+NP c) NP+Adj. • 从... 来 • ... 有... , 还有... 	<p>A. COMMUNICATION: INTERPERSONAL – CONVERSATION</p> <p>1. Engage in short conversations about personal interests, including what they do, are doing, and plan to do.</p> <p>A.COMMUNICATION: INTERPRETIVE MODE</p> <p>1. Understand spoken and written language on familiar topics that incorporates basic structures and strong visual support.</p> <p>A. COMMUNICATION: PRESENTATIONAL: SPEAKING & WRITING</p> <p>1. Make short presentations and write simple sentences on familiar topics regarding what they do, are doing, or plan to do.</p>	<p>Students make questions to interview classmates about ages, hobbies and belongings.</p> <p>Students make oral presentations about their interview results.</p> <p>Students write a paragraph in Chinese characters on their own personal interests and families.</p>	<p>TB: pp.54 – 75</p> <p>SB: pp. 71 – 101</p> <p>WKBK: pp. 47 – 72</p> <p>CD: Lessons 13 - 18</p>
Class 3/22				

***Chinese I* Pacing and Alignment Guide**

July 31, 2008

First Quarter				
Unit 4: Four Seasons of the Year (22 instructional class periods; 9 weeks)				
Lesson 19 现在几点				
# classes	Instructional Focus	Standards	Sample Assessment Items	Text/MOI/Resources
4	<p><i>Outcome(s):</i> Ask and answer questions about personal plans.</p> <p><i>Focus:</i></p> <ul style="list-style-type: none"> •time <p><i>Discuss daily routine.</i></p> <p><i>Focus:</i></p> <ul style="list-style-type: none"> •time adverbs <p><i>Identify and describe daily events.</i></p> <p><i>Focus:</i></p> <ul style="list-style-type: none"> •Time and daily schedule <p><i>Learn and practice writing Chinese characters of time</i></p>	<p>A.COMMUNICATION: INTERPERSONAL – CONVERSATION</p> <p>1. Engage in short conversations about personal interest, including what they do, are doing and plan to do.</p> <p>A.COMMUNICATION: PRESENTATIONAL SPEAKING AND WRITING</p> <p>1. Make short presentations and writing simple sentences on familiar topics regarding what they do, are doing or plan to do.</p> <p>A. CULTURE: PRACTICES AND PERSPECTIVES</p> <p>1. Identify and describe cultural practices in the target countries and discuss their importance</p>	<p>Students tell time by looking at a clock.</p> <p>Students present their schedule of a day by using time words.</p> <p>Students ask and answer questions about time by looking at pictures.</p> <p>Students write their daily schedules in Chinese.</p>	<p>TB: pp. 77 – 79</p> <p>SB: pp. 104 – 108</p> <p>WKBK: pp. 73 – 77</p> <p>CD: Lesson 19</p>
Class 1-4 / 22				

Chinese I Pacing and Alignment Guide
July 31, 2008

First Quarter				
Unit 4: Four Seasons of the Year (22 instructional class periods; 9 weeks)				
Lesson 19 现在几点				
# classes	Instructional Focus	Standards	Sample Assessment Items	Text/MOI/Resources
1 4 /22	<i>Outcome:</i> <i>Ask and answer questions about personal plans.</i> <i>Focus:</i> <ul style="list-style-type: none"> time 	A.COMMUNICATION: INTERPERSONAL – CONVERSATION 1. Engage in short conversations about personal interest, including what they do, are doing and plan to do.	Students tell time by looking at a clock.	TB: pp. 77 – 79 SB: pp. 104 – 108 WKBK: pp. 73 – 77 CD: Lesson 19
1 5/22	<i>Outcome:</i> <i>Present my daily routine.</i> <i>Focus:</i> <ul style="list-style-type: none"> time adverb 	A.COMMUNICATION: PRESEANTIONAL SPEAKING AND WRITING 1. Make short presentations and writing simple sentences on familiar topics regarding what they do, are doing or plan to do.	Students present their daily schedule by using time words.	TB: pp. 77 – 79 SB: pp. 104 – 108 WKBK: pp. 73 – 77 CD: Lesson 19
1 6/22	<i>Outcome:</i> <i>Compare my daily schedule with someone else.</i> <i>Focus:</i> <ul style="list-style-type: none"> time and daily schedule Practice writing Chinese characters of time 	A. CULTURE: PRACTICES AND PERSPECTIVES 1. Identify and describe cultural practices in the target countries and discuss their importance.	Students ask and answer questions about time by looking at pictures. Students write their daily schedules in Chinese.	TB: pp. 77 – 79 SB: pp. 104 – 108 WKBK: pp. 73 – 77 CD: Lesson 19

Chinese I Pacing and Alignment Guide
July 31, 2008

First Quarter				
Unit 4: Four Seasons of the Year (22 instructional class periods; 9 weeks)				
Lesson 20 你每天几点起床				
# classes	Instructional Focus	Standards	Sample Assessment Items	Text/MOI/Resources
2 7,8 /22	<p><i>Outcome(s):</i> <i>Relate what I did on the weekend.</i> <i>Focus:</i></p> <ul style="list-style-type: none"> Form questions and answers Use a visual image to generate conversation <p><i>Retell personal experience of a weekend.</i> <i>Focus:</i></p> <ul style="list-style-type: none"> Time adverbs. 	<p>A. COMMUNICATION: INTERPERSONAL – CONVERSATION 1. Engage in short conversations about personal interests, including what they do, are doing, and plan to do.</p> <p>A. COMMUNICATION: INTERPRETIVE MODE 1. Understand spoken and written language on familiar topics that incorporates basic structures and strong visual support.</p>	<p>Ask and answer questions about daily routines by using time adverbs.</p> <p>Present and share a weekend schedule to class and answer possible questions.</p> <p>Fill out time adverbs in a worksheet to complete a daily schedule.</p>	<p>TB: pp.80 – 82 SB: pp. 109 – 113 WKBK: pp 78 – 81 CD: Lesson 20</p>
1 9 /22	<p><i>Interpret a Chinese poem and riddle</i></p> <p><i>Focus:</i></p> <ul style="list-style-type: none"> Reading comprehension 	<p>A.COMMUNICATION: PRESENTATIONAL: SPEAKING AND WRITING 1. Make short presentations and write simple sentences on familiar topics regarding what they do, are doing or plan to do.</p>	<p>Write a narrative paragraph interpreting a Chinese poem.</p>	<p>TB: pp.80 – 82 SB: pp. 109 – 113 WKBK: pp 78 – 81 CD: Lesson 20</p>

Chinese I Pacing and Alignment Guide
July 31, 2008

First Quarter				
Unit 4: Four Seasons of the Year (22 instructional class periods; 9 weeks)				
Lesson 21 昨天，今天，明天				
# classes	Instructional Focus	Standards	Sample Assessment Items	Text/MOI/Resources
2 10,11/ 22	<p><i>Outcome(s):</i> <i>Inquire and express dates of a year</i> Focus: <ul style="list-style-type: none"> Expressions of date <i>Describe and discuss the holidays of a year</i> Focus: <ul style="list-style-type: none"> Chinese festivals and holidays </p>	<p>A. COMMUNICATION: INTERPERSONAL – CONVERSATION 1. Engage in short conversations about personal interest, including what they do are doing and plan to do.</p> <p>A. CULTURE: PRACTICES AND PERSPECTIVES 1. Identify and describe cultural practices in the target countries and discuss their importance.</p>	<p>Students are paired to ask and answer questions, such as “昨/今/明天是几月几号?”</p> <p>Students indicate the dates of major holidays in a calendar.</p>	<p>TB: pp.83 – 85 SB: pp. 114 – 119 WKBK: pp.82 – 85 CD: Lesson 21</p>
1 12/ 22	<p><i>Outcome:</i> <i>Compare and contrast the Chinese culture and Western culture</i> Focus: <ul style="list-style-type: none"> <i>dates of holidays</i> <i>activities</i> </p>	<p>A. CULTURE: PRACTICES AND PERSPECTIVES 1. Identify and describe cultural practices in the target countries and discuss their importance.</p> <p>A. COMMUNICATION: PRESENTATIONAL: SPEAKING AND WRITING 1. Make short presentations and write simple sentences on familiar topics regarding what they do, are doing, & plan to do.</p>	<p>Make presentations on holidays by using expressions of dates</p> <p>Students write about their favorite holidays; when it is and why they like them.</p> <p>Students write a paragraph in Chinese about a Chinese holiday and present it in class.</p>	<p>TB: pp.83 – 85 SB: pp. 114 – 119 WKBK: pp.82 – 85 CD: Lesson 21</p>

Chinese I Pacing and Alignment Guide
July 31, 2008

First Quarter				
Unit 4: Four Seasons of the Year (22 instructional class periods; 9 weeks)				
Lesson 22 星期六你干什么				
# classes	Instructional Focus	Standards	Sample Assessment Items	Text/MOI/Resources
2	<p><i>Outcome(s);</i> <i>Express a weekly schedule.</i> Focus: <ul style="list-style-type: none"> Expressions of weekdays <i>Inquire and explain weekly plans.</i> Focus: <ul style="list-style-type: none"> Location of the expressions in sentences grammar </p>	<p>A.COMMUNICATION: INTERPERSONAL – CONVERSATION 1. Engage in short conversations about personal interests, including what they do, are doing, and plan to do.</p> <p>A.COMMUNICATION: INTERPRETIVE MODE 1. Understand spoken and written language on familiar topics that incorporates basic structures and strong visual support.</p> <p>A.COMMUNICATION: PRESENTATIONAL SPEAKING & WRITING 1. Make short presentations and writing simple sentences on familiar topics regarding what they do, are doing or plan to do.</p>	<p>Students in small groups are to talk about their weekly schedules, using expressions of week days.</p> <p>Students ask and answer questions about their weekly plans.</p> <p>Students explain their weekly plans in details and find someone in class who has a similar plan so that they can do something together.</p>	<p>TB: pp. 86 – 88 SB: pp. 120 – 124 WKBK: pp. 86 – 90 CD: Lesson 22</p>
13,14/ 22				

Chinese I Pacing and Alignment Guide
July 31, 2008

First Quarter				
Unit 4: Four Seasons of the Year (22 instructional class periods; 9 weeks)				
Lesson 23 今天天气怎么样				
# classes	Instructional Focus	Standards	Sample Assessment Items	Text/MOI/Resources
2 15,16/ 22	<p><i>Outcome(s):</i> <i>Express different weather conditions.</i> Focus: <ul style="list-style-type: none"> Weather words in Chinese <i>Inquire and respond to weather related questions</i> Focus: <ul style="list-style-type: none"> Sentence patterns Grammatical rules </p>	<p>A.COMMUNICATION: INTERPERSONAL – CONVERSATION 1. Engage in short conversations in the present, past and future on familiar topics about themselves and their community.</p> <p>A.COMMUNICATION: INTERPRETIVE MODE 1. Understand spoken and written language on familiar topics that incorporates descriptive vocabulary and expanded structures.</p>	<p>Students tell about the weather using expressions learned in class.</p> <p>Students ask and answer questions about weather for the week.</p>	<p>TB: pp.89 – 91 SB: pp. 125 -129 WKBK: pp. 91 – 94 CD: Lesson 23</p>
1 Class 17/22	<p><i>Present a weather report in Chinese.</i> Focus: <ul style="list-style-type: none"> Organize a paragraph </p>	<p>A. COMMUNICATION: PRESENTATIONAL: SPEAKING AND WRITING 1. Make presentations of moderate length and write simple paragraphs on familiar topics in the present, past and future tenses.</p>	<p>Students make short presentations of the weather of a day in a week.</p>	<p>TB: pp.89 – 91 SB: pp. 125 -129 WKBK: pp. 91 – 94 CD: Lesson 23</p>

Chinese I Pacing and Alignment Guide
July 31, 2008

First Quarter				
Unit 4: Four Seasons of the Year (22 instructional class periods; 9 weeks)				
Lesson 23 今天天气怎么样				
# classes	Instructional Focus	Standards	Sample Assessment Items	Text/MOI/Resources
2 18-19/ 22	<i>Teacher develops student outcomes based on identified student needs.</i>	Teacher selects the standard and indicator that is supported by the identified student outcome.	Teacher develops the end of lesson assessment.	Teacher selects the approved resources that support the identified student outcome.
2 20-21 /22	<i>Outcome:</i> <i>Determine what I know and what I am able to say and do with what I have learned from the first quarter</i> <i>Focus:</i> <ul style="list-style-type: none"> • Weather • Money terms • Food list • Shopping vocabulary Chinese New Year culture and associated activities	A. COMMUNICATION: PRESENTATIONAL: SPEAKING AND WRITING 1. Make presentations of moderate length and write simple paragraphs on familiar topics in the present, past and future tenses. A. CULTURE: PRACTICES AND PERSPECTIVES 1. Identify and describe cultural practices in the target countries and discuss their importance.	Teacher designed assessments preparing students for the Midterm assessment.	Use AACPS Speaking Rubric (BCOR-Brief Constructed Oral Response) to assess students. Use AACPS ECR rubric to assess writing
1 22/22	<i>Assess my ability to speak and use the Chinese characters and vocabulary that I have learned in Units19-23.</i>	A.COMMUNICATION: INTERPRETIVE MODE 1. Understand spoken and written language on familiar topics that incorporates descriptive vocabulary and expanded structures.	THIS IS NOT A SAMPLE ASSESSMENT. AACPS FIRST QUARTER ASSESSMENT MUST BE ADMINISTERED AS WRITTEN	AACPS First Quarter Assessment.

***Chinese I* Pacing and Alignment Guide**
July 31, 2008

Pacing Guide Feedback Form

Course/Content	_____
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Grade _____

Teacher _____

School _____

[illegible]

Chinese I Pacing and Alignment Guide
July 31, 2008

Second Quarter				
Unit 4: Four Seasons of the Year (23 instructional class periods; 9 weeks)				
Lesson 24 冬天冷，夏天热				
# classes	Instructional Focus	Standards	Sample Assessment Items	Text/MOI/Resources
2	<p><i>Outcome(s):</i> <i>Tell about the four seasons of the year</i> <i>Focus:</i></p> <ul style="list-style-type: none"> • Season- related vocabulary <p><i>Compare different temperatures in all four seasons</i> <i>Focus:</i></p> <ul style="list-style-type: none"> • Adjectives for describing temperatures 	<p>A. COMMUNICATION: INTERPERSONAL – CONVERSATION 1. Engage in conversations in the present, past and future on familiar topics about themselves and their community.</p> <p>A. COMMUNICATION: INTERPRETIVE MODE 1. Understand spoken and written language on familiar topics that incorporates descriptive vocabulary and expanded structures.</p>	<p>Students create a product about the four seasons of a year using season-related vocabulary.</p> <p>Students share their experiences of different temperatures in all seasons of a year.</p>	<p>TB: pp. 92 – 94 SB: pp. 130 – 135 WKBK: pp. 95 – 98 CD: Lesson 24</p> <p>Use the AACPS Rubric as an evaluative guide.</p>
Classes 1,2 /23				

***Chinese I* Pacing and Alignment Guide**

July 31, 2008

Second Quarter				
Unit 4: Four Seasons of the Year (23 instructional class periods; 9 weeks)				
Lesson 24 冬天冷，夏天热				
# classes	Instructional Focus	Standards	Sample Assessment Items	Text/MOI/Resources
3	<p><i>Inquire about the weather in other locales/areas.</i> Focus:</p> <ul style="list-style-type: none"> • Question formation <p><i>Describe the weather to a friend using the Chinese letter format</i> Focus:</p> <ul style="list-style-type: none"> • Format of a regular Chinese letter <p><i>Present the weather in the area where you live.</i> Focus:</p> <ul style="list-style-type: none"> • Tones and intonations 	<p>A. COMMUNICATION: PRESENTATIONAL: SPEAKING AND WRITING</p> <p>1. Make presentations of moderate length and write simple paragraphs on familiar topics in the present, past and future tenses.</p> <p>A. COMMUNICATION: INTERPRETIVE MODE</p> <p>1. Understand spoken and written language on familiar topics that incorporates descriptive vocabulary and expanded structures.</p> <p>A. CULTURE: PRACTICES AND PERSPECTIVES</p> <p>1. Compare cultural practices within the target countries and contrast them to their own.</p>	<p>Students ask and answer questions about weather and temperatures in different states in the US.</p> <p>Students write a Chinese letter to a friend inquiring and describing the weather in their locale and how it relates to the seasons.</p> <p>Create a story/narration in which students use the seasons and related weather.</p>	<p>TB: pp. 92 – 94 SB: pp. 130 – 135 WKBK: pp. 95 – 98 CD: Lesson 24</p> <p>Rubric as an evaluative guide.</p>
Class 3,4,5 /23				

***Chinese I* Pacing and Alignment Guide**
July 31, 2008

Second Quarter				
Unit 5: Food and Clothing (23 instructional class periods; 9 weeks)				
Lesson 25 我要二十个饺子				
# classes	Instructional Focus	Standards	Sample Assessment Items	Text/MOI/Resources
2	<p><i>Outcome(s):</i> <i>Label popular Chinese foods in a restaurant</i> <i>Focus:</i></p> <ul style="list-style-type: none"> Chinese food vocabulary <p><i>Express preferences for Chinese food</i> <i>Focus:</i></p> <ul style="list-style-type: none"> Sentence patterns 	<p>A. COMMUNICATION: INTERPERSONAL – CONVERSATION</p> <p>1. Engage in conversations in the present, past and future on familiar topics about themselves and their community.</p> <p>A. COMMUNICATION: INTERPRETIVE MODE</p> <p>1. Understand spoken and written language on familiar topics that incorporates descriptive vocabulary and expanded structures.</p>	<p>Students name the popular Chinese dishes by looking at the pictures.</p> <p>Students create a product (visual) to include writing sentences expressing what foods they like to eat.</p>	<p>TB: pp. 98 – 100 SB: pp. 140 – 144 WKBK: pp. 99 – 103 CD: Lesson 25</p>

Chinese I Pacing and Alignment Guide
July 31, 2008

Second Quarter				
Unit 5: Food and Clothing (23 instructional class periods; 9 weeks)				
Lesson 25 我要二十个饺子				
# classes	Instructional Focus	Standards	Sample Assessment Items	Text/MOI/Resources
3	<p><i>Outcomes (s)</i> <i>Display language skills needed to place orders in a restaurant</i> <i>Focus:</i></p> <ul style="list-style-type: none"> • Restaurant vocabulary <p><i>Present how to order Chinese food (role-play)</i></p> <p><i>Make 饺子 in class</i> <i>Focus:</i></p> <ul style="list-style-type: none"> • Meaning of pot stickers • Skills to make it <p><i>Illustrate the values of Chinese people through poems</i> <i>Focus:</i></p> <ul style="list-style-type: none"> • Rhyming words • Numbers of syllables per line 	<p>A. COMMUNICATION: PRESENTATIONAL: SPEAKING AND WRITING</p> <p>1. Make presentations of moderate length and write simple paragraphs on familiar topics in the present, past and future tenses.</p> <p>A. CULTURE: PRODUCTS AND PERSPECTIVES</p> <p>1. Identify and describe the products within the target culture and discuss their importance.</p>	<p>Students ask and answer questions in ordering food in a restaurant.</p> <p>Students are divided in pairs to write and role-play dialogues to order food.</p> <p>Students write a paragraph describe the meaning of pot stickers and the process to make it.</p> <p>Students respond to questions of the Chinese ancient poem of rice and recite it.</p>	<p>TB: pp. 98 – 100 SB: pp. 140 – 144 WKBK: pp. 99 – 103 CD: Lesson 25</p> <p>Some approved digital resources: Photo Story 3 Movie Maker Blabberize</p>
8,9,10 / 23				
1	<p><i>Teacher develops student outcome based on assessed needs.</i></p>	<p>Teacher selects the standard and indicator that is supported by the identified student outcome.</p>	<p>Teacher develops the end of lesson assessment.</p>	<p>Teacher selects the approved resources that support the identified student outcome.</p>
11 / 23				

Chinese I Pacing and Alignment Guide
July 31, 2008

Second Quarter				
Unit 5: Food and Clothing (23 instructional class periods; 9 weeks)				
Lesson 26 你们家买不买年货				
# classes	Instructional Focus	Standards	Sample Assessment Items	Text/MOI/Resources
2	<p><i>Outcome(s):</i> <i>Investigate the cultural background and related activities of Chinese festivals</i> <i>Focus:</i></p> <ul style="list-style-type: none"> • 年货, 礼物, 东西 <p><i>Describe the Chinese New year</i> <i>Focus:</i></p> <ul style="list-style-type: none"> • activities 	<p>A.COMMUNICATION: INTERPERSONAL – CONVERSATION 1. Engage in conversations about personal interests, including what they do, are doing and plan to do.</p> <p>A. COMMUNICATION: INTERPRETIVE MODE 1. Understand spoken and written language on familiar topics that incorporates basic structures and strong visual support.</p> <p>A. CULTURE: PRACTICES AND PERSPECTIVES 1. Compare cultural practices within the target countries and contrast them to their own.</p>	<p>Students ask and answer questions about Chinese New Year by using words of gifts.</p> <p>Students orally describe the special characteristics of Chinese New Year orally.</p>	<p>TB: pp. 101 – 103 SB: pp. 145 – 149 WKBK: pp. 104 – 107 CD: Lesson 25 CCTV celebrations through <i>pplive</i></p>
12,13 / 23				

Chinese I Pacing and Alignment Guide
July 31, 2008

Second Quarter				
Unit 5: Food and Clothing (23 instructional class periods; 9 weeks)				
Lesson 26 你们家买不买年货				
# classes	Instructional Focus	Standards	Sample Assessment Items	Text/MOI/Resources
2	<p><i>Outcome(s):</i> <i>Compare and contrast the festivals of China and the United States of America</i></p> <p><i>Write a paragraph about the Chinese New Year</i></p> <p><i>Focus:</i></p> <ul style="list-style-type: none"> time adverbs (春节的时候, 过年的时候) 	<p>A.COMMUNICATION: INTERPERSONAL – CONVERSATION</p> <p>1. Engage in conversations about personal interests, including what they do, are doing and plan to do.</p> <p>A. COMMUNICATION: INTERPRETIVE MODE</p> <p>1. Understand spoken and written language on familiar topics that incorporates basic structures and strong visual support.</p> <p>A. CULTURE: PRACTICES AND PERSPECTIVES</p> <p>1. Compare cultural practices within the target countries and contrast them to their own.</p>	<p>Students compare and contrast Chinese New Year and Western New Year and make presentations in class.</p> <p>Students write a paragraph in Chinese describing Chinese New Year.</p>	<p>TB: pp. 101 – 103 SB: pp. 145 – 149 WKBK: pp. 104 – 107 CD: Lesson 25 CCTV celebrations through <i>pplive</i></p>
Class 14,15 / 23				

Chinese I Pacing and Alignment Guide
July 31, 2008

Second Quarter				
Unit 5: Food and Clothing (23 instructional class periods; 9 weeks)				
Lesson 26 你们家买不买年货				
# classes	Instructional Focus	Standards	Sample Assessment Items	Text/MOI/Resources
1 16/ 23	<i>Outcome(s):</i> <i>Present perspectives on the Chinese New Year activities as seen in China</i> <i>Focus:</i> <ul style="list-style-type: none"> • picture talk • tones and intonations 	A. CULTURE: PRODUCTS AND PERSPECTIVES 1. Identify and describe the products within the target culture and discuss their importance. A. COMMUNICATION: PRESENTATIONAL: SPEAKING AND WRITING 1. Make presentations of moderate length and write simple paragraphs on familiar topics in the present, past and future tenses	Grouped students make oral presentations of Chinese New year.	TB: pp. 101 – 103 SB: pp. 145 – 149 WKBK: pp. 104 – 107 CD: Lesson 25 CCTV celebrations through <i>pplive</i>
1 17/ 23	<i>Teacher develops student outcome based on assessed needs.</i>	Teacher selects the standard and indicator that is supported by the identified student outcome.	Teacher develops the end of lesson assessment based on the identified student outcome.	Teacher selects the approved resources that support the identified student outcome. Some approved digital resources: Photo Story 3 Movie Maker Blabberize

Chinese I Pacing and Alignment Guide
July 31, 2008

Second Quarter				
Unit 5, Food and Clothing (23 instructional class periods; 9 weeks)				
Lesson 27 一共多少钱				
# classes	Instructional Focus	Standards	Sample Assessment Items	Text/MOI/Resources
2	<p><i>Outcome(s):</i> <i>Express purchase wishes</i> <i>Focus:</i></p> <ul style="list-style-type: none"> • Food list <p><i>Demonstrate how to interact with shop employees..</i> <i>Focus:</i></p> <ul style="list-style-type: none"> • Sentence patterns for shopping 	<p>A. COMMUNICATION: INTERPERSONAL – CONVERSATION</p> <p>1. Engage in short conversations about personal interests, including what they do, are doing, and plan to do.</p> <p>A. CULTURE: PRODUCTS AND PERSPECTIVES</p> <p>1. Identify and describe the products within the target culture and discuss their importance.</p> <p>A. CULTURE: PRODUCTS AND PERSPECTIVES</p> <p>1. Identify and describe the products within the target culture and discuss their importance.</p>	<p>Students make sentences using shopping vocabulary in Chinese.</p> <p>Students create dialogues using visual support with partners in shopping situations. Display in class.</p>	<p>TB: pp. 104 – 106 SB: pp. 150 – 154 WKBK: pp. 109 – 112 CD: Lesson 27</p> <p>Some approved digital resources: Photo Story 3 Movie Maker Blabberize</p>
18,19 /23				

Chinese I Pacing and Alignment Guide
July 31, 2008

Second Quarter				
Unit 5, Food and Clothing (23 instructional class periods; 9 weeks)				
Lesson 27 一共多少钱				
# classes	Instructional Focus	Standards	Sample Assessment Items	Text/MOI/Resources
2 20,21/ 23	<p><i>Outcome(s):</i> <i>Incorporate numbers in a shopping situation.</i> <i>Focus:</i></p> <ul style="list-style-type: none"> • Words used for measuring <p><i>Ask and respond about the price of an object.</i> <i>Focus:</i></p> <ul style="list-style-type: none"> • Money terms 	<p>A. COMMUNICATION: PRESENTATIONAL: SPEAKING & WRITING</p> <p>1. Make short presentations and write simple sentences on familiar topics regarding what they do, are doing, or plan to do.</p> <p>A. CULTURE: PRODUCTS AND PERSPECTIVES</p> <p>1. Identify and describe the products within the target culture and discuss their importance.</p>	<p>Write a dialogue in Chinese characters about a shopping situation</p> <p>Students match words used for measurement with nouns in a worksheet.</p> <p>Role-play possible shopping situations with dialogues.</p>	<p>TB: pp. 104 – 106 SB: pp. 150 – 154 WKBK: pp. 109 – 112 CD: Lesson 27</p>

***Chinese I* Pacing and Alignment Guide**

July 31, 2008

Second Quarter				
Unit 5, Food and Clothing (23 instructional class periods; 9 weeks)				
Lesson 27 一共多少钱				
# classes	Instructional Focus	Standards	Sample Assessment Items	Text/MOI/Resources
1	<p><i>Outcome:</i> <i>Determine what I know and what I am able to say and do with what I have learned from the first and second quarters</i></p> <p><i>Focus:</i></p> <ul style="list-style-type: none"> • Words that measure • Money terms • Food list • Shopping vocabulary • Chinese New Year culture and associated activities (comparisons with US festivals) • Chinese values as illustrated in poetry • All vocabulary and structures from Unit 19-27 	<p>A. COMMUNICATION: PRESENTATIONAL: SPEAKING AND WRITING</p> <p>1. Make short presentations and write simple sentences on familiar topics regarding what they do, are doing, or plan to do.</p> <p>A. CULTURE: PRODUCTS AND PERSPECTIVES</p> <p>1. Identify and describe the products within the target culture and discuss their importance.</p> <p>A. COMMUNICATION: INTERPRETIVE MODE</p> <p>1. Understand spoken and written language on familiar topics that incorporates basic structures and strong visual support.</p>	Activities to prepare students for the Midterm assessment.	
22/ 23				

Chinese I Pacing and Alignment Guide
July 31, 2008

Second Quarter				
Unit 5, Food and Clothing (23 instructional class periods; 9 weeks)				
Lesson 27 一共多少钱				
# classes	Instructional Focus	Standards	Sample Assessment Items	Text/MOI/Resources
1	<i>Outcome: Demonstrate my ability to speak and use the Chinese characters that I have learned in the first and second quarters.</i>	<p>A. COMMUNICATION: PRESENTATIONAL: SPEAKING & WRITING 1. Make short presentations and write simple sentences on familiar topics regarding what they do, are doing, or plan to do.</p> <p>A. CULTURE: PRODUCTS AND PERSPECTIVES 1. Identify and describe the products within the target culture and discuss their importance.</p> <p>A. CULTURE: PRODUCTS AND PERSPECTIVES 1. Identify and describe the products within the target culture and discuss their importance.</p>	<p>THIS IS NOT A SAMPLE ASSESSMENT.</p> <p>AACPS MIDTERM ASSESSMENT MUST BE GIVEN AS WRITTEN.</p>	<p>AACPS-Midterm Assessment for Chinese I</p> <p>Written Listening Comprehension Speaking Reading</p> <p>Use AACPS Speaking Rubric (BCOR-Brief Constructed Oral Response) to assess students.</p> <p>Use AACPS ECR rubric to assess writing</p>
23/ 23				

***Chinese I* Pacing and Alignment Guide**
July 31, 2008

Pacing Guide Feedback Form

Course/Content	

Grade _____

Teacher _____

School _____

[illegible]

Chinese I Pacing and Alignment Guide
July 31, 2008

Third Quarter				
Unit 5: Food and Clothing (22 instructional class periods; 9 weeks)				
Lesson 28 你喜欢什么颜色				
# classes	Instructional Focus	Standards	Sample Assessment Items	Text/MOI/Resources
4	<p><i>Outcome(s):</i> <i>Identify colors in Chinese</i> <i>Focus:</i></p> <ul style="list-style-type: none"> • <i>Colors</i> <p><i>Use color words to describe items.</i> <i>Focus:</i></p> <ul style="list-style-type: none"> • <i>Color words as adjectives</i> <p><i>Inquire about other people's favorite colors.</i> <i>Focus:</i></p> <ul style="list-style-type: none"> • <i>Form questions</i> <p><i>Identify the favorite colors of Chinese culture</i> <i>Focus:</i></p> <ul style="list-style-type: none"> • <i>Chinese traditions</i> 	<p>A. COMMUNICATION: INTERPRETIVE MODE 1. Understand spoken and written language on familiar topics that incorporates basics structures and strong visual support.</p> <p>A.COMMUNICATION: INTERPERSONAL – CONVERSATION 1. Engage in short conversations about personal interest, including what they do, are doing and plan to do.</p> <p>A. CULTURE: PRACTICES AND PERSPECTIVES 1. Identify and describe cultural practices in the target countries and discuss their importance.</p>	<p>Students match colors words in Chinese to their equivalents in English.</p> <p>Students make sentences to describe items we learned by using color words.</p> <p>Students interview classmates to write down the interviewee's favorite colors.</p> <p>Students present the Chinese cultural concept of colors in the context of a paragraph.</p>	<p>TB: pp. 107 – 109 SB: pp. 155 – 159 WKBK: pp. 113 – 116 CD: Lesson 28</p> <p>Some approved Digital resources: Photo Story 3 Movie Maker Blabberize</p>
Class 1-4 /22				

Chinese I Pacing and Alignment Guide
July 31, 2008

Third Quarter				
Unit: Food and Clothing (22 instructional class periods; 9 weeks)				
Lesson 29 穿这件还是穿那件				
# classes	Instructional Focus	Standards	Sample Assessment Items	Text/MOI/Resources
4	<p><i>Outcome(s):</i> <i>Display favorite colors to others</i> <i>Focus:</i> <ul style="list-style-type: none">• Colors</p> <p><i>Describe what I wear daily</i> <i>Focus:</i> <ul style="list-style-type: none">• Color words for clothing</p> <p><i>Express opinions about other people's clothing</i> <i>Focus:</i> <ul style="list-style-type: none">• Giving reasons</p> <p><i>Explore the harmonic combination of colors in clothing(in a Chinese way)</i> <i>Focus:</i> <ul style="list-style-type: none">• Paragraph writing</p>	<p>A. COMMUNICATION: INTERPERSONAL – CONVERSATION 1. Engage in short conversations about personal interests, including what they do, are doing, and plan to do.</p> <p>A. COMMUNICATION: INTERPERSONAL MODE 1. Understand spoken and written language on familiar topics that incorporates basic structures and strong visual support.</p> <p>A. COMMUNICATION: PRESENTATIONAL: SPEAKING AND WRITING 1. Make short presentations and write simple sentences on familiar topics regarding what they do, are doing or plan to do.</p>	<p>Students ask and answer questions about their favorite colors.</p> <p>Students relate what they wear for the day.</p> <p>Students express their opinions about others' clothing.</p> <p>Students write a paragraph describing their favorite color combinations in clothing.</p>	<p>TB: pp. 110 – 112 SB: pp. 160 – 164 WKBK: pp117 – 120 CD: Lesson 29</p> <p>Some approved digital resources: Photo Story 3 Movie Maker Blabberize</p>
Class 5-8 /22				

Chinese I Pacing and Alignment Guide
July 31, 2008

Third Quarter				
Unit 5: Food and Clothing (22 instructional class periods; 9 weeks)				
Lesson 30 他什么样子				
# classes	Instructional Focus	Standards	Sample Assessment Items	Text/MOI/Resources
3	<p><i>Outcome(s):</i> <i>Distinguish the appearances of different people on the street</i> <i>Focus:</i></p> <ul style="list-style-type: none"> • <i>Hair styles</i> • <i>Vehicles</i> • <i>Clothing</i> <p><i>Describe clothing styles</i> <i>Focus:</i></p> <ul style="list-style-type: none"> • <i>Color words</i> • <i>Clothing</i> <p><i>Describe a person involved in a specific incident.</i> <i>Focus:</i></p> <ul style="list-style-type: none"> • <i>Colors</i> • <i>Clothing</i> • <i>A specific incident</i> 	<p>A. COMMUNICATION: INTERPERSONAL – CONVERSATION 1. Engage in short conversations about personal interests, including what they do, are doing, and plan to do.</p> <p>A. COMMUNICATION: INTERPRETIVE MODE 1. Understand spoken and written language on familiar topics that incorporates basic structures and strong visual support.</p> <p>A.COMMUNICATION: INTERPERSONAL – CONVERSATION 1. Engage in short conversations about personal interest, including what they do, are doing and plan to do.</p>	<p>Students respond to teacher's questions about people's clothing, hair styles and vehicles on street in a picture.</p> <p>Students use simple sentences to describe their own clothing and the clothing of others.</p> <p>Students describe a person in a specific situation, such as in a fire, robbery, etc.</p> <p>Students write a paragraph describing another person's appearance.</p>	<p>TB: pp. 113 – 115 SB: pp. 165 – 169 WKBK: pp. 121 – 125 CD: Lesson 30</p> <p>Some approved Digital resources: Photo Story 3 Movie Maker Blabberize</p>
Classes 9-11 /22				

Chinese I Pacing and Alignment Guide
July 31, 2008

Third Quarter				
Unit 5: Food and Clothing (22 instructional class periods; 9 weeks)				
Lesson 30 他什么样子				
# classes	Instructional Focus	Standards	Sample Assessment Items	Text/MOI/Resources
1 12 / 22	<i>Teacher develops student outcome based on assessed needs.</i>	Teacher selects the standard and indicator that is supported by the identified student outcome.	Teacher develops the end of lesson assessment.	Teacher selects the approved resources that support the identified student outcome. Some approved digital resources: Photo Story 3 Movie Maker Blabberize

***Chinese I* Pacing and Alignment Guide**

July 31, 2008

Third Quarter				
Unit 4: Sports and Health (22 instructional class periods; 9 weeks)				
Lesson 31 你哪儿不舒服				
# classes	Instructional Focus	Standards	Sample Assessment Items	Text/MOI/Resources
4	<p><i>Outcome(s)</i> <i>Identify body parts</i> <i>Focus:</i></p> <ul style="list-style-type: none"> • <i>Tones of new words</i> • <i>Vocabulary of health conditions</i> <p><i>Describe health conditions</i> <i>Focus:</i></p> <ul style="list-style-type: none"> • <i>Make sentences using body parts</i> <p><i>Inquire and respond about health conditions</i> <i>Focus:</i></p> <ul style="list-style-type: none"> • <i>Questions and answers</i> <p><i>Relate one's health conditions to a doctor</i> <i>Focus:</i></p> <ul style="list-style-type: none"> • <i>Routine in a doctor's office</i> 	<p>A. COMMUNICATION: INTERPERSONAL – CONVERSATION</p> <p>1. Engage in short conversations about personal interests, including what they do, are doing, and plan to do.</p> <p>A. COMMUNICATION: INTERPRETIVE MODE</p> <p>1. Understand spoken and written language on familiar topics that incorporates basic structures and strong visual support.</p> <p>A: COMMUNICATION: PRESENTATIONAL: SPEAKING WRITING</p> <p>1. Make short presentations and write simple sentences on familiar topics regarding what they do, are doing, or plan to do.</p>	<p>Students indicate the body parts in a picture by listening to teacher's directions.</p> <p>Students are paired to ask and answer questions about each other's health conditions</p> <p>Students create situations in a doctor's office about their health conditions</p> <p>Students write in a paragraph about one's health conditions using Chinese characters.</p>	<p>TB: pp.119 – 120 SB: pp. 172 – 177 WKBK: pp. 126 – 130 CD: Lesson 31</p> <p>Some approved digital resources: Photo Story 3 Movie Maker Blabberize</p>

Chinese I Pacing and Alignment Guide
July 31, 2008

Third Quarter				
Unit 4: Sports and Health (22 instructional class periods; 9 weeks)				
Lesson 31 你哪儿不舒服				
# classes	Instructional Focus	Standards	Sample Assessment Items	Text/MOI/Resources
1 Class 17/ 22	<i>Teacher develops student outcome based on assessed needs.</i>	Teacher selects the standard and indicator that is supported by the identified student outcome.	<i>Teacher develops student outcome based on assessed needs.</i>	Teacher selects the approved resources that support the identified student outcome. Some approved digital resources: Photo Story 3 Movie Maker Blabberize

***Chinese I* Pacing and Alignment Guide**

July 31, 2008

Third Quarter				
Unit 6: Sports and Health (22 instructional class periods; 9 weeks)				
Lesson 32 医生，我牙疼				
# classes	Instructional Focus	Standards	Sample Assessment Items	Text/MOI/Resources
2	<p><i>Outcome(s):</i> <i>Give directions</i> <i>Focus:</i></p> <ul style="list-style-type: none"> • <i>Directionals</i> • <i>Use of 上 , 下 , 左 , 右</i> <p><i>Describe health conditions.</i> <i>Focus:</i></p> <ul style="list-style-type: none"> • <i>Sentence patterns</i> • <i>Directionals</i> • <i>Body Parts</i> • <i>Question/Answer words</i> 	<p>A: COMMUNICATION: INTERPERSONAL – CONVERSATION</p> <p>1. Engage in short conversations about personal interests, including what they do, are doing and plan to do.</p> <p>A. COMMUNICATION: INTERPRETIVE MODE</p> <p>1. Understand spoken and written language on familiar topics that incorporates basic structures and strong visual support.</p> <p>A. COMMUNICATION: PRESENTATIONAL: SPEAKING AND WRITING</p> <p>1. Make short presentations and write simple sentences on familiar topics regarding what they do, are doing or plan to do.</p>	<p>Students form words and phrases by using direction word elements.</p> <p>Make sentences describing health conditions using direction words.</p> <p>Create and interview in a dentist office describing a health issue</p> <p>Present orally a short summary about one’s health conditions.</p>	<p>TB: pp.121 – 123 SB: pp. 178 – 182 WKBK: pp 131 – 134 CD: Lesson 32</p> <p>Some approved digital resources: Photo Story 3 Movie Maker Blabberize</p>
Class 18-19/22				

Chinese I Pacing and Alignment Guide
July 31, 2008

Third Quarter				
Unit 6: Sports and Health (22 instructional class periods; 9 weeks)				
Lesson 32 医生 , 我牙疼				
# classes	Instructional Focus	Standards	Sample Assessment Items	Text/MOI/Resources
1 Class 20/22	<i>Teacher develops student outcome based on assessed needs.</i>	Teacher selects the standard and indicator that is supported by the identified student outcome.	Teacher develops the end of lesson assessment.	Teacher selects the approved resources that support the identified student outcome
1 Class 21/22	<p><i>Outcome:</i> <i>Determine what I know and what I am able to say and do with what I have learned from the third quarter</i></p> <p><i>Focus:</i></p> <ul style="list-style-type: none"> • Colors • Forming questions • Chinese traditions regarding colors • Clothing • Hair • Vehicles • Health conditions • Body parts • Directions 	<p>A. COMMUNICATION: PRESENTATIONAL: SPEAKING AND WRITING</p> <p>1. Make short presentations and write simple sentences on familiar topics regarding what they do, are doing, or plan to do.</p> <p>A. CULTURE: PRODUCTS AND PERSPECTIVES</p> <p>1. Identify and describe the products within the target culture and discuss their importance.</p> <p>A. COMMUNICATION: INTERPRETIVE MODE</p> <p>1. Understand spoken and written language on familiar topics that incorporates basic structures and strong visual support.</p>	Teacher designed activities preparing students for the Third Quarter Assessment.	

Chinese I Pacing and Alignment Guide
July 31, 2008

Third Quarter				
Unit 6: Sports and Health (22 instructional class periods; 9 weeks)				
Lesson 32 医生 , 我牙疼				
# classes	Instructional Focus	Standards	Sample Assessment Items	Text/MOI/Resources
1	<i>Outcome: Demonstrate my ability to speak and use the Chinese characters that I have learned in the third quarter.</i>	<p>A. COMMUNICATION: PRESENTATIONAL: SPEAKING & WRITING 1. Make short presentations and write simple sentences on familiar topics regarding what they do, are doing, or plan to do.</p> <p>A. CULTURE: PRODUCTS AND PERSPECTIVES 1. Identify and describe the products within the target culture and discuss their importance.</p> <p>A. COMMUNICATION: INTERPRETIVE MODE 1. Understand spoken and written language on familiar topics that incorporates basic structures and strong visual support.</p>	<p>THIS IS NOT A SAMPLE ASSESSMENT.</p> <p>AACPS THIRD QUARTER ASSESSMENT MUST BE GIVEN AS WRITTEN.</p>	<p>AACPS-Third Quarter Assessment for Chinese I Written Listening Comprehension Speaking Reading</p> <p>Use AACPS Speaking Rubric (BCOR-Brief Constructed Oral Response) to assess students.</p> <p>Use AACPS ECR (Extended Constructed Response) rubric to assess writing</p>
22/22				

***Chinese I* Pacing and Alignment Guide**
July 31, 2008

Pacing Guide Feedback Form

Course/Content	

Grade _____

Teacher _____

School _____

[illegible]

Chinese I Pacing and Alignment Guide
July 31, 2008

Fourth Quarter				
Unit 6, Sports and Health (23 instructional class periods; 9 weeks)				
Lesson 33 你会游泳吗？				
# classes	Instructional Focus	Standards	Sample Assessment Items	Text/MOI/Resources
2 Class 1,2 / 23	<p><i>Outcome(s):</i> <i>Tell about my favorite activities.</i> Focus: <ul style="list-style-type: none"> • Vocabulary of activities <i>Describe capabilities in sports.</i> Focus: <ul style="list-style-type: none"> • Use adverb “会” • Phrases of “我会” </p>	<p>A. COMMUNICATION: INTERPERSONAL CONVERSATION 1. Engage in short conversations about personal interest, including what they do, are doing and plan to do.</p> <p>A. CULTURE: PRACTICES AND PERSPECTIVES 1. Identify and describe cultural practices in the target countries and discuss their importance</p>	<p>Students respond to questions about favorite activities.</p> <p>Students show their sport capabilities by using “会” in a writing format.</p>	<p>TB: pp. 124 – 126 SB: pp.183 – 187 WKBK: pp.135 – 138 CD: Lesson 33</p> <p>Some approved digital resources: Photo Story 3 Movie Maker Blabberize</p>

Chinese I Pacing and Alignment Guide
July 31, 2008

Fourth Quarter				
Unit 6, Sports and Health (23 instructional class periods; 9 weeks)				
Lesson 33 你会游泳吗？				
# classes	Instructional Focus	Standards	Sample Assessment Items	Text/MOI/Resources
2 Class 3,4 /23	<p><i>Outcome(s):</i> <i>Present daily physical exercises.</i> Focus: <ul style="list-style-type: none"> • Use conditional word “要是” • Form complex sentences • Paragraph writing <i>Demonstrate Tai-ji</i> Focus: <ul style="list-style-type: none"> • Use word “经常” • Tai-ji </p>	<p>A. COMMUNICATION: PRESENTATIONAL SPEAKING AND WRITING 1. Make short presentations and write simple sentences on familiar topics regarding what they do, are doing or plan to do.</p> <p>A. CULTURE: PRACTICES AND PERSPECTIVES 1. Identify and describe cultural practices in the target countries and discuss their importance</p>	<p>Students make presentations to show their favorite activities in life.</p> <p>Students write a paragraph in Chinese characters about their daily activities they enjoy.</p> <p>Students show basic Tai-ji positions or illustrate the concept of it.</p>	Chinese Culture: Tai-ji (DVD)
1 Class 5 /23	<p><i>Teacher develops student outcome based on assessed needs.</i></p>	<p>Teacher selects the standard and indicator that is supported by the identified student outcome.</p>	<p>Teacher develops the end of lesson assessment.</p>	<p>Teacher selects the approved resources that support the identified student outcome.</p> <p>Some approved digital resources: Photo Story 3 Movie Maker Blabberize</p>

***Chinese I* Pacing and Alignment Guide**

July 31, 2008

Fourth Quarter				
Unit 6: Sports and Health (23 instructional class periods; 9 weeks)				
Lesson 34 去游泳池怎么走				
# classes	Instructional Focus	Standards	Sample Assessment Items	Text/MOI/Resources
3	<p><i>Outcome(s):</i> <i>Simulate telephone calls</i> <i>Focus:</i></p> <ul style="list-style-type: none"> • Use of “喂” • Phrase of “我找” <p><i>Label locations on a map</i> <i>Focus:</i></p> <ul style="list-style-type: none"> • Map keys <p><i>Tell directions from one place to another.</i> <i>Focus:</i></p> <ul style="list-style-type: none"> • Direction words “前, 后, 左, 右, 东, 南, 西, 北” 	<p>A. COMMUNICATION: INTERPERSONAL – CONVERSATION</p> <p>1. Engage in short conversations about personal interests, including what they do, are doing, and plan to do.</p> <p>A. COMMUNICATION: INTERPRETIVE MODE</p> <p>1. Understand spoken and written language on familiar topics that incorporate basic structures and strong visual support.</p>	<p>Students role play telephone calls by two parties.</p> <p>Students identify places in a Chinese map.</p> <p>Students respond to teacher’s questions of directions to a specific place in school or in community. For example, tell me how to get to the library.</p>	<p>TB: pp.127 – 129 SB: pp. 188 – 193 WKBK: pp. 139 – 142 CD: Lesson 34</p>

Chinese I Pacing and Alignment Guide
July 31, 2008

Fourth Quarter				
Unit 6: Sports and Health (23 instructional class periods; 9 weeks)				
Lesson 34 去游泳池怎么走				
# classes	Instructional Focus	Standards	Sample Assessment Items	Text/MOI/Resources
2 Class 9-10 /23	<p><i>Outcome(s):</i> <i>Inquire and respond to questions about directions</i> <i>Focus:</i></p> <ul style="list-style-type: none"> • <i>Sentence patterns</i> • <i>Use of the phrases “请问” and “怎么走”</i> <p><i>Practice and write Chinese characters in a paragraph.</i> <i>Focus:</i></p> <ul style="list-style-type: none"> • <i>Paragraph organization</i> 	<p>A. COMMUNICATION: PRESENTATIONAL: SPEAKING AND WRITING 1. Make short presentations and write simple sentences on familiar topics regarding what they do, are doing, or plan to do.</p> <p>A. CULTURE: PRACTICES AND PERSPECTIVES 1. Identify and describe cultural practices in the target countries and discuss their importance.</p>	<p>Students create dialogues of questions and answers about how to go to a place.</p> <p>Students write to tell directions to a place at school/in community.</p> <p>Students write directions in Chinese characters.</p>	<p>TB: pp.127 – 129 SB: pp. 188 – 193 WKBK: pp. 139 – 142 CD: Lesson 34</p> <p>Some approved digital resources: Photo Story 3 Movie Maker Blabberize</p>

Chinese I Pacing and Alignment Guide
July 31, 2008

Fourth Quarter				
Unit: Sports and Health (23 instructional class periods; 9 weeks)				
Lesson 35 你去哪儿度假				
# classes	Instructional Focus	Standards	Sample Assessment Items	Text/MOI/Resources
3	<p><i>Outcome(s):</i> <i>Determine which places are ideal for summer vacation</i> Focus: <ul style="list-style-type: none"> Plans for summer vacation </p> <p><i>Explain the favorite places and activities for vacations</i> Focus: <ul style="list-style-type: none"> Reasons Use of adverb “可以” </p> <p><i>Express vacation wishes</i> Focus: <ul style="list-style-type: none"> Phrase “去... 度假” </p>	<p>A.COMMUNICATION: INTERPERSONAL - CONVERSATION 1. Engage in short conversations about personal interest, including what they do, are doing and plan to do.</p> <p>A. COMMUNICATION: PRESENTATIONAL: SPEAKING AND WRITING 1. Make short presentations and write simple sentences on familiar topics regarding what they do, are doing, or plan to do.</p>	<p>Students tell their ideal vacation places and activities.</p> <p>Students tell why they would go to those places.</p> <p>Students write sentences to show their wishes for their dream vacation.</p>	<p>TB: pp. 130 – 132 SB: pp. 194 – 198 WKBK: pp143 – 147 CD: Lesson 35</p> <p>Some approved digital resources: Photo Story 3 Movie Maker Blabberize</p>
Class 11-13 /23				

Chinese I Pacing and Alignment Guide
July 31, 2008

Fourth Quarter				
Unit: Sports and Health (23 instructional class periods; 9 weeks)				
Lesson 35 你去哪儿度假				
# classes	Instructional Focus	Standards	Sample Assessment Items	Text/MOI/Resources
3 Class 14-16 /23	<p><i>Inquire about other people's vacation plans</i> Focus: <ul style="list-style-type: none"> •Form questions </p> <p><i>Present a summer vacation plan</i> Focus: <ul style="list-style-type: none"> •Paragraph writing </p> <p><i>Compare Chinese and US ideas of summer vacation</i> Focus: <ul style="list-style-type: none"> •Vocabulary about vacations </p>	<p>A. COMMUNICATION: INTERPRETIVE MODE 1. Understand spoken and written language on familiar topics that incorporate basic structures and strong visual support.</p> <p>A. CULTURE: PRACTICES AND PERSPECTIVES 1. Identify and describe cultural practices in the target countries and discuss their importance.</p>	<p>Students make questions to ask others' vacations for this coming summer.</p> <p>Students present an in-class oral report of their vacation plans.</p> <p>Students write a paragraph in Chinese characters about their own vacation plans.</p>	<p>TB: pp. 130 – 132 SB: pp. 194 – 198 WKBK: pp143 – 147 CD: Lesson 35</p> <p>Some approved digital resources: Photo Story 3 Movie Maker Blabberize</p>

Chinese I Pacing and Alignment Guide
July 31, 2008

Fourth Quarter				
Unit: Sports and Health (23 instructional class periods; 9 weeks)				
Lesson 36 运动场上有很多人				
# classes	Instructional Focus	Standards	Sample Assessment Items	Text/MOI/Resources
2 Class 17,18 /23	<p><i>Outcome(s):</i> <i>Identify sport activities</i> Focus: •Sports vocabulary</p> <p><i>Describe a sports competition</i> Focus: •Use of “有的...” •Preposition “给” •Word order •Sentence order</p>	<p>A. COMMUNICATION: INTERPERSONAL – CONVERSATION 1. Engage in short conversations about personal interests, including what they do, are doing and plan to do.</p> <p>A. COMMUNICATION: INTERPRETIVE MODE 1. Understand spoken and written language on familiar topics that incorporates basic structures and strong visual support.</p>	<p>Students label the pictures of sports orally.</p> <p>Students make sentences with the words “有的，给” and other related words in writing.</p>	<p>TB: pp. 133 – 135 SB: pp. 200 – 204 WKBK: pp. 148 – 152 CD: Lesson 36</p>

Chinese I Pacing and Alignment Guide
July 31, 2008

Fourth Quarter				
Unit: Sports and Health (23 instructional class periods; 9 weeks)				
Lesson 36 运动场上有很多人				
# classes	Instructional Focus	Standards	Sample Assessment Items	Text/MOI/Resources
1 Class 19/23	<i>Outcome:</i> <i>Contrast cultural aspects between US and Chinese sports</i> <i>Focus:</i> •Character writing	A. COMMUNICATION: PRESENTATIONAL: SPEAKING AND WRITING 1. Make short presentations and write simple sentences on familiar topics regarding what they do, are doing, or plan to do. A. CULTURE: PRACTICES AND PERSPECTIVES 1. Identify and describe cultural practices in the target countries and discuss their importance.	With pictures, students describe situations in a sports competition. Students write a paragraph to describe sports competition with Chinese characters.	TB: pp. 133 – 135 SB: pp. 200 – 204 WKBK: pp. 148 – 152 CD: Lesson 36 Some approved digital resources: Photo Story 3 Movie Maker Blabberize
2 Class 20,21 / 23	<i>Teacher develops student outcome based on assessed needs.</i>	Teacher selects the standard and indicator that is supported by the identified student outcome.	Teacher develops the end of lesson assessment.	Teacher selects the approved resources that support the identified student outcome. Some approved digital resources: Photo Story 3 Movie Maker Blabberize

***Chinese I* Pacing and Alignment Guide**

July 31, 2008

Fourth Quarter				
Unit: Sports and Health (23 instructional class periods; 9 weeks)				
Lesson 36 运动场上有很多人				
# classes	Instructional Focus	Standards	Sample Assessment Items	Text/MOI/Resources
1	<p><i>Outcome:</i> <i>Determine what I know and what I am able to say and do with what I have learned from the third and fourth quarters</i></p> <p><i>Focus:</i> <i>Lessons 28-36</i></p>	<p>A. COMMUNICATION: INTERPRETIVE MODE 1. Understand spoken and written language on familiar topics that incorporate basic structures and strong visual support.</p> <p>A. CULTURE: PRACTICES AND PERSPECTIVES 1. Identify and describe cultural practices in the target countries and discuss their importance.</p> <p>A. COMMUNICATION: PRESENTATIONAL: SPEAKING AND WRITING 1. Make short presentations and write simple sentences on familiar topics regarding what they do, are doing, or plan to do.</p>	Teacher designed activities preparing students for the Final Assessment.	<p>Use AACPS Speaking Rubric (BCOR-Brief Constructed Oral Response) to assess students.</p> <p>Use AACPS ECR (Extended Constructed Response) rubric to assess writing</p>
Class 22/23				

***Chinese I* Pacing and Alignment Guide**
July 31, 2008

Fourth Quarter				
Unit: Sports and Health (23 instructional class periods; 9 weeks)				
Lesson 36 运动场上有很多人				
# classes	Instructional Focus	Standards	Sample Assessment Items	Text/MOI/Resources
1	<p><i>Outcome:</i> <i>Demonstrate my ability to speak and use the Chinese characters that I have learned in the third quarter.</i></p>	<p>A. COMMUNICATION: PRESENTATIONAL: SPEAKING & WRITING 1. Make short presentations and write simple sentences on familiar topics regarding what they do, are doing, or plan to do.</p> <p>A. CULTURE: PRODUCTS AND PERSPECTIVES 1. Identify and describe the products within the target culture and discuss their importance.</p> <p>A. COMMUNICATION: INTERPRETIVE MODE 1. Understand spoken and written language on familiar topics that incorporates basic structures and strong visual support.</p>	<p>THIS IS NOT A SAMPLE ASSESSMENT.</p> <p>AACPS FINAL ASSESSMENT MUST BE GIVEN AS WRITTEN.</p>	<p>AACPS-Final Assessment for Chinese I</p> <p>Written Listening Comprehension Speaking Reading</p> <p>Use AACPS Speaking Rubric (BCOR-Brief Constructed Oral Response) to assess students.</p> <p>Use AACPS ECR (Extended Constructed Response) rubric to assess writing</p>

***Chinese I* Pacing and Alignment Guide**
July 31, 2008

Pacing Guide Feedback Form

Course/Content	

Grade _____

Teacher _____

School _____

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***Introduction to Chinese* Basic and Supplemental Textbook List**
July 31, 2007

STA	Course	Course Title	Text Title	Basic	Supp.	ISBN #	MID #
YES	E20030	Introduction to Chinese	Learn Chinese With Me – Student's Book 1, (first half), Peoples Education Press, C. 2003	X		7107164228	20017682
YES	E2100	Chinese Level I	Learn Chinese With Me – Student's Book 1, (second half), Peoples Education Press, C. 2003	X		7107164228	20017682
YES	E2200	Chinese Level II	Learn Chinese With Me – Student's Book 2, C. 2004	X		7107174223	20016494
YES	E2200	Chinese Level II	Chinese Link: Elementary Chinese (Traditional Character Version), Level 1/Part 1, C. 2007		X (Required)	0132429748	20017867
YES	E2370	Chinese Level III	Learn Chinese With Me – Student's Book 3, C. 2004	X		7107177192	20016495
YES	E2370	Chinese Level III	Chinese Link: Elementary Chinese (Traditional Character Version), Level 1/Part 2, C. 2007		X (Required)	0132429780	20017868
YES	E2470	Chinese Level IV	Learn Chinese With Me – Student's Book 4, C. 2004	X		7107181858	20016496